**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: 1** | | | **Date(s)**: |
| **Unit Title:**  Wanted! A Few Good Friends | | | **Corresponding Unit Task:**  Task 2 | | |
| **Essential Question(s):**   1. How can drawing pictures help us better communicate our ideas, thoughts, feelings, and understandings? 2. Why is it important for good listeners to give others the opportunity to speak when we are sharing ideas? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   * Character Traits of a Good Friend graphic organizer (compiled from Day 1-3) * The Best Vacation Ever by Stuart J. Murphy * Chart Paper * White board, marker, eraser | | | | * Venn Diagram * Survey * Tally marks * Character traits | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading/ Speaking and Listening**  **Standards:**  **SL.1.1** - Participate in collaborative conversations with diverse partners about grade 1 topics and text with peers and adults in small and larger groups.   1. Follow agreed upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Build on one another’s talk in conversations by responding to the comments of others through multiple exchanges.   **I Can Statement(s):** I can identify and analyze a survey.  **Instructional Plan:**  Read aloud the story The Best Vacation Everby Stuart Murphy. Talk about how this child is taking surveys throughout the book to find out what her family wants to do for vacation this year.   1. Show the children a sample survey board or sheet that you have created with space for the question at the top and two columns for answers. Ask if they have seen something like this before, and listen to their ideas about what it might be: “Kate’s idea is that this is going to be a grocery list. Isaac, what do you think?”     *Figure 1. Example of a simple survey format.*   1. Tell the children that you are curious about something and you want to find out what they have to say about it. You will show them one way to get that information using this form. 2. Print the question that you want to ask at the top of the page, saying the words as you write them. Repeat the entire question when you are finished writing. (Tell the children that you are not ready for them to answer yet.) Explain that you think some people might say “Yes” to the question and some might say “No” (or whatever your two options are). Print the two possible answers in the spaces immediately below the question, saying the words as you write them. 3. Tell the children that their answers to the question will be your *data*—the information that you want to collect. Show them the two *columns* or sections for responses, and tell them that you will keep track of your data in those spaces. You might want to refer to “the No column” and “the Yes column.” 4. Tell the children that you are going to read the question out loud again and after that they can take turns telling you their answers—Yes or No. Read the question to them. 5. Start taking their responses one at a time. (Decide beforehand if you will record their responses with tally marks, checkmarks, initials, or names.) Continue as long as the group is engaged. You need not get every child’s response during this part of the lesson. If the children’s attention seems to wander, stop after five to six responses and tell them that you will get the rest of their answers after the class meeting. 6. Tell the children that the activity you have just done with them is called “*taking a survey*” or *“conducting a survey.”* Explain that a survey is a way for you—and for them—to find out what other people think by asking carefully chosen questions. 7. Show the class your survey form with the responses that you have recorded. Remind the children that you were curious about how they would answer your question. Repeat the question. Tell them that you now have collected all your data from them and are ready for the next step—finding out how many people gave each of the possible answers. 8. Choose a column and have the children count responses in that column with you. Print the numeral that represents the total for that column. Do the same with the second column. 9. Ask the children which response (or which column) they think has more tally marks, names, etc. When a child replies, you might ask him or her, “What makes you think so?” (The answer to that question can give you clues about the child’s thought processes.) 10. When that part of the conversation is over, summarize your results for the class. You might say something like, “My survey shows that 8 of you said you use dental floss and 3 said you don’t use dental floss. 8 ‘yes’ and 3 ‘no’ answers—more ‘yes’ than ‘no’ responses. That’s what my survey shows: More children said ‘yes, they use floss’. Fewer children said ‘no, they don’t use floss’.” 11. Then explain how you might use this information. For example you might say, “For our project, it’s important that all of you find out more about dental floss. So I’m going to ask a worker from the dentist’s office to come and talk to us about dental floss.” | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:SL.1.1** - Participate in collaborative conversations with diverse partners about grade 1 topics and text with peers and adults in small and larger groups.   1. Follow agreed upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Build on one another’s talk in conversations by responding to the comments of others through multiple exchanges.   **W.1.5** - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  **I Can Statement(s):** I can create and conduct a survey of my peers.  **Instructional Plan:**   * Teacher makes four survey sheets similar to the one shown in the above section. Questions to use: What was your favorite fruit in our friendship salad? Did you like eating the friendship salad? Which book was your favorite? I am a good friend true or false? * Hang the surveys in the four corners of the room and have students walk around to write their name on the correct answer for each survey. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **I Can Statement(s):**  **Instructional Plan:** | | | | |
| **Closing/Summarizing Strategy** | * Bring all surveys to whole group to analyze and discuss the results of each survey. * Guided questions:   **What is this survey about?**  **What are the results of the survey?**  **Do we need any other information to complete our survey?** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
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| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*